Week 1 - January 21, 2012

Required Textbooks


Assignments to be completed BEFORE the first class meeting

1. Post your online introductions and photographs to the IST673 Virtual Introduction Page on Blackboard before our first class meeting on Saturday, January 21.

2. Fill out the following survey based upon your present skills and competencies: https://spreadsheets.google.com/viewform?formkey=dGJyYmxNSl96WENDX2dxQzdzc mNKWXc6MQ

   1. Chapter 1: The World is Changing pp. 1-17
   2. Chapter 2: 21st Century Skills and a Model for Change pp. 18-36
   3. Chapter 3: Recognize the Need or Desire to Change pp. 38- 51
   4. Chapter 4: Assess your school culture and environment, pp. 53 – 68:

   3. Chapter 3: The Four Domains of Teaching Responsibility pp. 26 – 42

Suggested Background Reading and other Media Resources

- Ewan McIntosh: The Seven Spaces of Technology - http://vimeo.com/15945912
- Ewan McIntosh: The ultimate standardised test: Get the students to design http://edu.blogs.com/
- Ewan McIntosh: Social media creates open education http://www.youtube.com/watch?v=l8IFrW4CSuI
• Ken Robinson: Changing education paradigms:  
  http://www.youtube.com/watch?v=zDZFecDgpL4U
• Ken Robinson: Do Schools Destroy Creativity?  
  http://www.youtube.com/watch?v=iG9CE55wbtY&feature=related
• ALA’s Position Statement on School Library Media Specialists’ Instructional Classification:  
  http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/instclass.cfm
  http://www.craigslist.org/about/best/wdc/328561120.html
• Hettleman, K. R. (2010). It's the classroom, stupid: School reform where it counts the most [Electronic Version]. Education Week. Retrieved March 23 from  
  http://www.edweek.org/ew/articles/2010/03/19/27hettleman.h29.html
  http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm
  http://www.edutopia.org/tech-integration
  http://www.emsc.nysed.gov/ciai/library/SLMPE_rubric/home.html

In Class: 9AM - 12PM

1. Introductions

2. Overview of course syllabus, requirements, assignments & expectations

3. The ASK model (Bakarman, 2005)

4. Project Team formation
5. Theory & Practice Professional Development Assignments

6. Field experience identification - schools and partners need to be identified by no later than 1/21/2011 (preferably before!)

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| 1.1, 1.2, 1.3, 1.8, 1.24, 2.12, 3.1.4, 3.1.7 | • Understand the expectations, requirements and purpose of a problem-based course  
• Understand the changing role of school librarian as instructional partner and school leader  
• Understand the basics of evidence-based practice and its implications for the school librarian  
• Understand action research | • Describe the roles and responsibilities of the school librarian  
• Define evidence-based practice  
• Define action research  
• Begin to know other people in the class | • Challenged by course  
• Comfortable asking questions  
• Connected to peers and instructor  
• Engaged as learner |

In-Class: 1PM - 4PM

Topics

• Changing Times/Changing Student Needs  
• Defining School Culture  
• Characteristics that Define Positive School Culture  
• 21st Century Skills and a Model for Change  
• The P21 Framework (www.p21.org)  
• The 4C’s: Collaboration, Communication, Creativity & Critical Thinking  
• The Common Core State Standards - http://www.corestandards.org/  
• Understanding 21st Century Learners - presentation  
• Bloom's Digital Taxonomy - http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy  
  (Johnson, 1977)  

**In Class Activity**

Begin to work on the *First Draft of Preliminary Practicum*

Many of these elements will evolve over the next few weeks of the semester

1. Group Project Title
2. School Name and Address, Grade Level, Subject Area, and Curriculum Focus
3. Group Member Names and Contact Information (email and cellphone)
4. Summary of School Report Card (identify strengths and weaknesses)
5. Brief Description of the Information Needs of PreK-12 environment based upon School Report Card (target areas that could use improvement)
6. Brief Description of the Information Needs of the PreK12 Students
7. Description of K12 Student Intended Learning Outcomes Re: Attitudes, Skills, Knowledge (Feel, Do, Know) [you may or may not know this information at this point in the semester, but make sure you gather this information before the next class meeting]
8. Draft of Project Time line (KEEP COPIES OF ALL DRAFTS FOR FUTURE REFERENCE)
9. Draft of Project Outline (KEEP COPIES OF ALL DRAFTS FOR FUTURE REFERENCE)
10. Draft of Project Checklist
11. Draft of Assessment Instruments
12. Visitation Schedule Signed by K12 Teacher and SLMS for Each Group Member
13. Draft of Media Content/Resource List KEEP COPIES OF ALL DRAFTS FOR FUTURE REFERENCE)
Week 2 - February 4, 2012

Assignments to be completed before class

   1. Chapter 6: Communicate Clearly pp. 86-101
   2. Chapter 7: Predict Possible Roadblocks pp. 102-116
   3. Chapter 9: Make it Real in your Classrooms—Ideas for Student Engagement pp. 133-151

Suggested Background Readings and other Media Resources

• The Science of Teaching and Learning, ppt
• YouMedia - Chicago Public Library

9AM – 12PM Topics

• Communication skills and competencies
• Barriers to change
• Relevance and student engagement
• Understanding how to use Danielson’s Framework in your practicum projects
• Theory, models and the science of teaching and learning
  o Illustrate and describe your mental models of teaching and learning
  o Form groups and share your models - how are they similar? Different?
  o What are the common themes?
  o Summarize results and share with class.

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1.1, 1.2, 13, 1.5, 1.7, 1.8, 1.10, 1.13, 1.14, 1.15, 1.18, 1.19, 1.20, 1.22, 1.24, 2.1, 2.2, 2.4, 2.5, 2.9, 2.11,

- Describe the concepts of theory, model and how they relate to education
- Understand the difference between active versus passive learning
- Understand how technology can be used to engage students in meaningful, relevant, and intellectually stimulating schoolwork
- Understand the Mauritz Johnson Model of educational processes
- Understand concept of mental model
- Understand the science of teaching and learning
- Develop curriculum to actively engage learners
- Become aware of one's own mental models
- Learn how other students' mental models are similar and/or different from one's own
- Incorporate concepts from the science of teaching and learning into your practicum project
- Identify and align appropriate standards to the project
- Safe, respected, and respectful in the learning environment
- Confident as group leader or group member
- Supportive of other group members
- Willing to question and accept criticism
- Committed to become an active learner

1PM – 4PM

Topics

Professional Development Workshops #1 & #2

- **Workshop #1: Student Voice & Student Engagement**
  - Who are the most prominent researchers in the field?
  - What are the current theories?
  - What are the current findings?
  - How do these theories and findings relate to pedagogical practice?
  - How can school librarians use this information?
  - Complete the Table below - what do you want us to know, do and feel?
  - Group Handouts
    - Bibliography
    - Link to Wiki page

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- **Workshop #2: Connecting Cognitive Neuroscience to Education & Brain-Based Myths in Education**
  - Who are the most prominent researchers in the field?
  - What are the current theories?
  - What are the current findings?
  - How do these theories and findings relate to pedagogical practice?
  - How can school librarians use this information?
o Complete the Table below - what do you want us to know, do and feel?
o Group Handouts
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  ▪ Link to Wiki page

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Week 3 - February 11, 2012

Assignments to be completed before class (Book Sharing #1 – 10%)

- Demonstrate evidence that you have read the book. How you do this is entirely up to you.
- Share and prepare to “defend” your evidence with the rest of the class.

Suggested Background Readings and other Media Resources


Professional Development Workshops #3 & #4

1. **Rethinking Education in the Age of Technology (nd, 2011)**
   1. Who are the most prominent researchers in the field?
   2. What are the current theories?
   3. What are the current findings?
   4. How do these theories and findings relate to pedagogical practice?
   5. How can school librarians use this information?
   6. Complete the Table below - what do you want us to know, do and feel?
   7. Group Handouts
      1. Bibliography
      2. Link to Wiki page
2. Inquiry based learning and Critical Thinking
   1. Who are the most prominent researchers in the field?
   2. What are the current theories?
   3. What are the current findings?
   4. How do these theories and findings relate to pedagogical practice?
   5. How can school librarians use this information?
   6. Complete the Table below - what do you want us to know, do and feel?
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**Week 4 – March 3, 2012**

**Assignments to be completed before class (Book Sharing #2 – 10%)**

- Demonstrate *evidence* that you have read the book. How you do this is entirely up to you.
- Share and prepare to “defend” your *evidence* with the rest of the class.

**Suggested Background Readings and other Media Resources**


**Professional Development Workshops #5 & #6**

1. **Information Literacy & 21st Century Skills – Process Models (i.e., Eisenberg and Berkowitz, Stripling and Pitts’, Pappas and Tepe’s, etc.)**
   1. Who are the most prominent researchers in the field?
   2. What are the current theories?
   3. What are the current findings?
   4. How do these theories and findings relate to pedagogical practice?
   5. How can school librarians use this information?
   6. Complete the Table below - what do you want us to know, do and feel?
   7. Group Handouts
      1. Bibliography
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2. Information Seeking & Search Strategies re: K-12 populations
   1. Who are the most prominent researchers in the field?
   2. What are the current theories?
   3. What are the current findings?
   4. How do these theories and findings relate to pedagogical practice?
   5. How can school librarians use this information?
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Week 5 – March 10th, 2012

Professional Development Workshops #7 & #8

1. Assessment & Evaluation: Rubrics & Checklists
   1. Who are the most prominent researchers in the field?
   2. What are the current theories?
   3. What are the current findings?
   4. How do these theories and findings relate to pedagogical practice?
   5. How can school librarians use this information?
   6. Complete the Table below - what do you want us to know to and feel?
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2. Collaboration and Cooperation
   1. Who are the most prominent researchers in the field?
   2. What are the current theories?
   3. What are the current findings?
   4. How do these theories and findings relate to pedagogical practice?
   5. How can school librarians use this information?
   6. Complete the Table below - what do you want us to know to and feel?
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Week 6 – March 24th, 2012

Professional Development Workshop #9

1. Reflection and Teaching & Learning
   1. Who are the most prominent researchers in the field?
   2. What are the current theories?
   3. What are the current findings?
   4. How do these theories and findings relate to pedagogical practice?
   5. How can school librarians use this information?
   6. Complete the Table below - what do you want us to know to and feel?
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Week 7: Final Class Saturday March 31st, 2012* [Snow date: April 14th, 2012)

Practicum Paper and Poster Presentations

LEARNING SYMPOSIUM: PRESENTATION OF PRACTICUM TEAM LEARNING EXPERIENCES

- Practicum Paper & Poster Presentation
- Group and self-assessments are due
- Final group grade. You will be grading yourself and each of your group members. They, in turn, will also be grading you. This group grade will be averaged and applied to your final grade.
Works Cited


